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ABSTRACT

The handbook contains ideas, worksheets, and sample forms to assist in the administration of volunteer programs teaching English as a Second Language (ESL) to refugees. Chapters address: (1) planning (finding a coordinator, planning the program, assessing the need, and defining the volunteer's job); (2) recruitment (locating volunteer teachers, gathering volunteer data, and interviewing); (3) training (making arrangements and providing program orientation); (4) placement (locating students, gathering student data, assessing student language needs, connecting student with tutor, and keeping records); and (5) recognition (expressing appreciation in a variety of ways, the exit interview, and program evaluation). Appended materials include a list of volunteer ESL programs in Washington assisted by the Tacoma Community House; a list of state-funded refugee classes in Washington; a 55-item bibliography of ESL texts, supplementary materials, vocational ESL texts and materials, sources of background information, and Indochinese refugee education guides, with publishers' addresses; and checklists of state literacy objectives. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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VOLUNTEER COORDINATOR HANDBOOK

for volunteer programs teaching ESL to refugee students

Written and illustrated by

Marilyn Bentson

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VOLUNTEER TRAINING PROJECT

AT THE
TACOMA COMMUNITY HOUSE

1311 SOUTH M STREET BOX 5107
TACOMA, WASHINGTON 98405

206-383-3951 (TACOMA)
206-682-9112 (SEATTLE)

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TACOMA COMMUNITY HOUSE

P.O. BOX 5107 • 1311 SOUTH M STREET • TACOMA, WASHINGTON • (206) 383-3951

Dear Volunteer Coordinator,

We all know being a volunteer coordinator of an English as a Second Language program requires many talents. When I acquired my job, I had a rather limited view of my duties. Just get volunteer tutors and refugee students together, right? Boy, was I wrong! I quickly discovered that the process of developing an effective program was much more complex than I ever imagined. We, the Volunteer Training Project staff, are here to assist you with some of your many tasks in these ways:

- Consult individually with you
- Organize periodic coordinator share meetings and special workshops
- Provide ESL training
- Conduct follow up meetings
- Provide special topic workshops
- Supply teaching materials to your trained volunteers
- Give you this handbook!

I compiled this book while working as a volunteer coordinator and after studying many manuals, attending workshops, and observing the successes and problems of existing programs, including my own. The handbook contains ideas, worksheets and sample forms which I find particularly useful. No one book can ever answer all our questions, but the material I've collected here directly relates to us--coordinators of volunteers teaching ESL to refugees in Washington. I hope it helps.

Please use this handbook. Copy and alter any form or sample you want. If you need any other help or wish to share your comments and experiences, please feel free to contact me at the Tacoma Community House.

Good luck!

Marilyn Bentson

Marilyn Bentson
Volunteer Training Project

DIRECTOR REV ROBERT M YAMASHITA AN AGENCY OF THE UNITED WAY OF PIERCE COUNTY
RELATED TO THE BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH

1 PLANNING

1.1 First Find a Coordinator

Often groups want to start a volunteer English as a Second Language (ESL) program in response to the need they see in their community, but don't realize the amount of time and effort involved in developing one.

You must first locate someone willing to coordinate your program. Resist the impulse to delegate the task to a reluctant respondant, "Well, I suppose I could get it going." The entire success of your program depends upon your choice of coordinator, so approach the search as you would for any professional position.

The job is wonderfully rewarding while offering continual challenges. Your coordinator should ideally have experience teaching ESL to refugee students, but enthusiasm, energy, sensitivity, patience, and time are sufficient qualifications. The VOLUNTEER COORDINATOR JOB DESCRIPTION on the following page should be helpful to the new coordinator by presenting a clear picture of the tasks involved in the position.

Volunteer ESL programs can operate entirely by volunteers with no budget. However, some resources for materials, printing, and coordinator transportation provide valuable support. The key to a successful program is a volunteer coordinator - whether paid or not - who has TIME to commit to the job. If no one eagerly accepts this task, it would be best to serve refugee needs in another way.

But let's assume the best. Welcome, volunteer coordinator! This book is for you. Enjoy.

VOLUNTEER COORDINATOR JOB DESCRIPTION

The outline below reflects the contents of this handbook. It also forms your JOB DESCRIPTION as a Volunteer Coordinator.

1 PLANNING

- assess the need for a volunteer ESL program
- define program goals
- develop a volunteer tutor job description

2 RECRUITMENT

- locate volunteer teachers
- develop a volunteer information form
- interview prospective volunteers

3 TRAINING

- arrange ESL training and cultural orientation
- provide orientation to your particular program

4 PLACEMENT

- locate students
- develop a student information form
- assess students' English needs
- connect students with tutors

5 VOLUNTEER RECOGNITION AND SUPPORT

- express appreciation in a variety of ways
- provide assessment

1.2 Plan the Program

Planning a volunteer English as a Second Language program for refugees can be overwhelming with so many tasks that seemingly need to be completed at one time. Gathering volunteers is not, however, the first step in forming a volunteer program, so do try to control the urge. Your program will be more effective if you take time to fully plan all the other areas, then recruit volunteers to participate in your well organized program. The students and volunteers may pressure you to leap, but in the long run they will appreciate your patience and self-control.

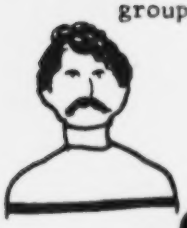
1.3 Assess the Need

A volunteer ESL program may be the only source of English for refugees in your community. By first assessing the existing ESL resources in your area, you can design a program to reach those people most in need of your service.

First contact your nearest community college to learn if they operate refugee ESL classes funded by the state Department of Social and Health Services (DSHS).* When refugees arrive in Washington, they are allotted 540 hours of English in classes funded by the Bureau of Refugee Assistance through DSHS. The institutional program may assist you in locating students who most need your help.

* Appendix B

Volunteers can effectively teach ESL to a variety of refugee student groups lacking access to DSHS classes:



STUDENTS WHO HAVE COMPLETED THEIR ALLOTTED TIME IN DSHS CLASSES

RESIDENTS OF ISOLATED COMMUNITIES WITHOUT DSHS CLASSES

WORKERS UNABLE TO FIT CLASSES INTO THEIR SCHEDULES

PEOPLE ON WAITING LISTS FOR DSHS CLASSES

HOMEBOUND WOMEN AND THE ELDERLY

With the guidance of a classroom teacher and support of a volunteer coordinator, a trained volunteer can help in the DSHS ESL class:

offer make-up lessons for late registrants, irregular attenders or particularly slow learners

give additional practice and individual attention to those with specific language needs

provide students with the cultural orientation and oral skills in areas not covered in the DSHS class curriculum

assist beginning students with literacy skills and give additional oral practice

Volunteers can also provide flexible class arrangements not feisible in state classes:

* one to one * in the student's home * residence grouped small classes

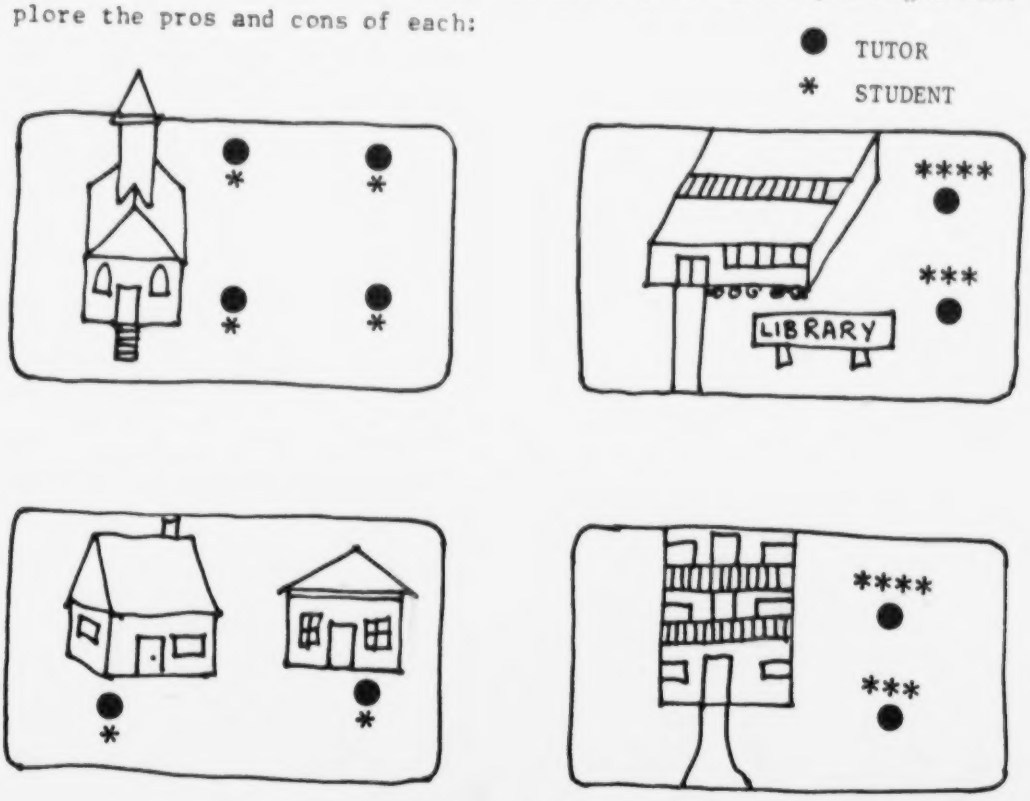
* individual tutorials and small groups in a central location

* field trips * weekend, evening, daytime schedule combinations

1.4 Define Program Goals

After establishing the need for a volunteer English program, it's time to consider the scope of your program. Before making your plans, observe existing volunteer ESL programs, talk with their coordinators and learn from their successes and problems. You might organize a trial period of operation; evaluate the outcome and make any necessary revisions. This way, you can begin small and expand after gaining confidence and successful experience.

Most volunteer programs adopt one of the following models for providing ESL. Before deciding which situation best meets your needs, you might want to explore the pros and cons of each:



INDIVIDUAL/SMALL GROUP TUTORIAL: *tutor times and locations arranged on an individual student/tutor basis*

+ students receive direct individual social contact with their teacher
+ students can become accustomed to a consistent teaching method
+ program can accommodate a wide range of student English levels and special language needs
+ since individual arrangements are made, student and tutor can be responsible for communicating with each other about absences
+ teachers may feel more confident teaching 1-3 students rather than a class
+ tutors can provide English to the homebound refugee: elderly, housewife/husband; mother with young children; students without transportation; working students without access to DSHS classes
+ tutor can be flexible with a teaching style and creative in designing follow-up activities which meet the student's individual needs
+ tutor setting can be flexible: student's home, tutor's home, or other location
+ if teaching in the student's home, the tutor has access to the best visual aids -- the student's own household furnishings and rooms
+ field trips and applied ESL experiences are easy to arrange
- arranging individual preferences for schedules of students and tutors is complicated and time consuming, not to mention frustrating for the volunteer coordinator
- both student and tutor may have to wait for an appropriate placement
- more tutors must be recruited to teach the same number of students taught in a class
- the coordinator must arrange individual meetings of introduction between students and tutors
- since the tutoring occurs in many locations, evaluation, assessment, and support to the tutor are difficult to provide
- because it's difficult to observe the tutoring sessions, it's hard to know what's being taught or how effectively
- if only one student is tutored, he/she lacks the opportunity to practice conversation
- tutors must be willing to go to the homes of their refugee students

SCHEDULED CLASS: *group of students/tutors meet in central location at regularly scheduled times*

+ students gain support from interaction with other students
+ the class provides a social experience for homebound women and elderly
+ once a schedule is established, it's easy to plug new students into the pattern
+ more opportunity for group practice and activities is provided
+ students can practice conversation with each other
+ classes serve more refugees per teacher
+ teachers can maintain a more professional role or image
+ if students have one teacher for 3-4 days a week, they receive a high sense of continuity
+ classes can be formed for a particular group and so the curriculum is especially designed for the students' needs: working men, young mothers, the elderly, men and women entering the job market
- irregular attendance can cause lesson planning problems (to go on or not . . . that's the question)
- teacher absence affects many students
- adequate classroom settings must be located
- volunteers must be recruited to commit to teach 2-4 times a week
- students may have to provide own transportation
- setting may be unfamiliar and uncomfortable for students

PATCHWORK SCHEDULE: *same students with different tutors during the week*

+ tutors with a limited time commitment are given the opportunity to teach
+ students can be in class more time during the week than one tutor could provide
- without a recordkeeping system, students will receive an inconsistent English curriculum
- coordinating the teaching is often difficult: even with the same curriculum, tutors pace the material differently and essential review may be neglected
- students must adapt to different teaching styles, techniques, and personalities
- teachers need to arrive at a consensus on curriculum, class structure, teaching method, etc. to provide consistency

1.5 Volunteer Job Description

The purpose of writing a job description is two-fold. First, the process of developing a job description helps clarify your expectations of volunteers; in fact, the job description defines your volunteer ESL program. Second, a written job description aids recruitment; you can direct your approach to a particular type of volunteer and the volunteer can choose to join your effort after fully understanding the program's expectations.

The job description should define specific responsibilities and qualifications so the volunteer can make a concrete commitment and feel treated like a professional member of a responsible, well organized program. The description should also include a statement of how the volunteer's effort will benefit the student and how the program will benefit the volunteer.

The following checklist may assist you in designing your own volunteer job description:

JOB DESCRIPTION

___ brief description of your program and its goals

___ benefit of the program to the student and community

___ benefit of the program to the volunteer

REQUIREMENTS

___ willingness to train

___ cultural sensitivity and openness

___ minimum time availability

___ good English speaking ability

___ flexibility

___ patience

RESPONSIBILITIES

___ attend initial training and orientation sessions

___ tutor times clearly defined

___ * times per week
* hours per week
* minimum time commitment
* duration of commitment
* flexible or regular hours

___ prepare ESL lessons

___ attend periodic meetings and/or training sessions

___ arrange and plan field trips

___ keep student records and attendance reports

VOLUNTEER JOB DESCRIPTION WORKSHEET: now write your own job description using the checklist on the preceding page as a guide

Job Title _____

Job Description _____

_____

_____

_____

_____

_____

Requirements _____

_____

_____

_____

_____

Responsibilities _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Time Required _____

Contact Person _____

VOLUNTEER OPPORTUNITIES

ESL VOLUNTEER TUTOR

(POSITION)

JOB SUMMARY

Tutor adult Southeast Asian refugees from Vietnam, Laos, and Cambodia with limited English speaking ability so that they can function more fully in our community.

Use the HER (Homebound English for Refugees) or A New Start, curriculums designed to teach English and oral survival skills to refugees.

Receive intensive training in ESL (English as a Second Language) teaching methods and cross cultural information before being placed with a student

QUALIFICATIONS

- sensitivity to different cultures
- ability to tutor on a consistent basis for a minimum of 2 hours per week for 3 months
- patience and understanding
- successful completion of Orientation/ ISL Training Workshop

RESPONSIBILITIES

- attend Orientation/ ESL Training Workshop (10 hours)
- tutor students in English survival skills: listening, speaking, basic literacy
- prepare ESL lessons based on the teacher's manual
- familiarize the students with American culture and resources to increase their understanding and promote their independence
- attend monthly Share Meeting to share experiences with other volunteer tutors and acquire new tutoring techniques

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DAYS AND TIMES

Orientation/ ESL Training Workshop: 2 hrs. per day/ 5 days
days or evenings
Saturdays possible

Share Meetings: 2 hours monthly

Tutoring: 1 to 3 days; minimum 2-5 hours per week
3 month commitment
flexible arrangements

CONTACT

Marilyn Bentson, Volunteer Project Coordinator
Tacoma Community House
1311 South M. Street Box 5107
Tacoma, Washington 98405
383-3951

2 RECRUITMENT

When faced with the task of finding volunteers, coordinators often become so desparate that they eagerly accept anyone who expresses even a mild interest in teaching. If, however, you can calmly approach the recruitment process as an opportunity to select the most appropriate volunteers, both the tutors and students will benefit.

2.1 Locate Volunteer Teachers

SINGLES RETIRED PROFESSIONALS YOUNG MOTHERS STUDENTS

* Before starting your recruitment campaign, decide the types of volunteers you need (available in the evening or daytime, professional men or women, students, etc.) and then select the most likely recruitment method for reaching them.

* Keep a record of the methods used and their effectiveness. The results will help you plan future recruitment efforts.

* In the following pages, you will find:

  - Targeted Recruitment Worksheet
  - Checklist of Recruitment Ideas
  - Recruitment Contact Form
  - Sample Volunteer Announcement
  - Preparing A Presentation For Volunteer Recruitment: A Worksheet
  - Media Strategy Chart: Advantages and Limitations

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TARGETED RECRUITMENT PROCESS

VOLUNTEER JOB DESCRIP.	VOLUNTEER PROFILE	MOTIVATION	WHERE	HOW	WHEN	WHO
tutor ESL to refugee students; flexible schedule; 3 hr/wk for 3 mo	male, single 20 - 30 yrs. old college education new to town employed	meet new people; add meaningful activity to his life; learn a new skill; improve the world condition; idealism	atheletic clubs; bar; health food store; cont. education classes; young adult church group; barber shop; laundromat; political clubs.	posters; speak to groups; announce on appropriate radio stations; community newspapers		

TARGETED RECRUITMENT PROCESS:

*1. Decide what volunteer position you need filled; detail the requirements.

2. Imagine a very specific clear profile of 1 volunteer type who might be interested in the position.

3. Decide what would motivate such a person to volunteer for your program.

4. Fantasize where you might find this person; where does he/she spend time?

5. Now, plan exactly how and when you will recruit these volunteers; who will be responsible for each effort?

6. Next, alter just one or two profile elements at a time (single-married, male-female, employed-unemployed) and repeat the process. Then, start all over with a different type. You'll be amazed at the new approaches you'll discover.

* You will generate many more ideas and have more fun if you have your friends who fit your profile help you with this process.

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TARGETED RECRUITMENT WORKSHEET

VOLUNTEER JOB DESCRIP.	VOLUNTEER PROFILE	MOTIVATION	WHERE	HOW	WHEN	WHO

CHECKLIST OF RECRUITMENT IDEAS FOR VOLUNTEER TEACHERS

__ Place a newspaper ad (Sunday is the best day); neighborhood papers, too.

__ Do a TV or radio spot (Public Service Announcement).

__ Have your volunteers appear on talk shows (radio and TV).

__ Get newspaper coverage (stories about your work and individual volunteers).

__ Appeal directly to church congregations through newsletters, bulletins or talks to groups (singles, retired, youth).

__ Start a speaker's bureau (volunteers trained to give presentations for you).

__ Share your needs and programs before local boards and commissions.

__ Put fliers on key posting areas around town and in appropriate shops.

__ Put ads where likely volunteers congregate
- public school and college personnel offices
- supermarkets and doctors' offices, laundromats,health clubs
- community and senior centers
- unemployment offices
- student employment offices
- student unions
- selected college department bulletin boards (education, sociology, anthropology, psychology, English, foreign language, international studies)
- libraries

__ Encourage volunteers to recruit friends.

__ Put ads in membership newsletters: associated ministerial associations, public school personnel newsletter, college faculty newsletter

__ Present a film or slide show (perhaps "Becoming American").

__ Contact college and high school student associations.

__ Explore college internship and community involvement programs.

__ Talk to public relations people at local large industries about getting ads in their publications.

__ Ask successful volunteer organizations how THEY recruit their volunteers ... then follow their examples.

__ Contact local resources
-SCORE(Service Corps of Retired Execs)
-Volunteer Bureau of United Way
-AARP (American Assn. of Retired Persons)
-NRTA(National Retired Teachers Assn)
-NCVA (National Center for Voluntary Action)
-Junior League
-Junior Chamber of Commerce
-Literacy Council
-Service Clubs (Rotary, Elks, Optimist, etc.)
-AAUW (Am. Assn. of Univ. Women)
-League of Women Voters
-PTA (Parent Teacher Assn)
-RSVP (Retired Sr. Vol. Program)
-YWCA and YMCA
-Singles Organizations

15 RECRUITMENT CONTACT FORM

ORGANIZATION	ADDRESS	PHONE NO.	CONTACT PERSON	COMMENTS

TACOMA COMMUNITY HOUSE

P.O. BOX 5107 • 1311 SOUTH M STREET • TACOMA, WASHINGTON • (206) 383-3951

Have you been thinking you'd like to do SOMETHING to help Southeast-Asian refugees but don't know just what or how? Would you like to acquire a skill, learn about Indochinese cultures and help people in the process? The Tacoma Community House is now training volunteers to teach English-as-a-Second-Language to Vietnamese, Cambodian and Lao refugees who are resettling in the Pierce County area. If you would like to learn how to help these people learn survival English and are able to give two (2) hours a week of your time for three (3) months, please call the Tacoma Community House and add your name to the growing list of volunteers who would like to receive this training and be of help.

KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS; SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

*For further information, call Marilyn Bentson at 383-3951

DIRECTOR REV ROBERT M YAMASHITA AN AGENCY OF THE UNITED WAY OF PIERCE COUNTY
RELATED TO THE BOARD OF GLOBAL MINISTRIES OF THE UNITED METHODIST CHURCH

PREPARING A PRESENTATION FOR VOLUNTEER RECRUITMENT: A WORKSHEET

Background Data

Name of Audience Organization: _____ Date: _____

Specific Goal of Presentation: _____

Number of People Expected: _____ Age Range: _____

Visual Aids Needed _____

Time Allotment _____

Most Effective Emphasis for This Group _____

_____

Priorities/Interests of Audience _____

_____

Points to Cover in Presentation

Brief History of our Organization & What It Does _____

_____

_____

2-3 Client Benefits of your Organization _____

_____

2-3 Benefits for Volunteers of Your Organization _____

_____

Specific Volunteer Opportunities _____

_____

Time Commitment Necessary _____

_____

Training Required/Supplied _____

_____

Materials I Will Hand Out _____

_____

Don't Forget

( ) Sign up sheet ( ) Alternate plans

( ) Follow up mechanism in place ( ) _____

Evaluation of Audience Reaction _____

_____

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Media Strategy Chart

Strategy	Advantages	Limitations
Press Release (news)	reaches wide circulation through print and electronic media free publicity press coverage lends clout	not good for a limited/small audience may not be best place for reaching target audience time of day (newcast), page article appears on (newspaper), size of article or length of story affect whether audience sees article and its effectiveness
Public Service Announcement (PSAs)	"free ads" on air good tool for public education	often aired at odd hours (low audience; prime-time goes to those who pay) if station produces ad, often done in cheapest way: one person talking; no editing, no slides or music, no film or tape. if you produce PSA it must meet quality standards of station
Free Speech Message (FSMs)	free allows you to say anything about any issue without censorship	is usually produced cheaply and is hence boring (may not reach audience) may not be aired at good hour
Calendar Listings	good for reminding people of date, time, place of events	primarily good for event publicity; not for general PR only gives who, what, where, when may not be seen
Interview Show	free publicity allows you to clarify issues in more in-depth way (½ hour vs. a one minute PSA or short article) provides public forum for your issues allows you to speak for yourselves (represent yourselves) rather than rely on interpretation of reporter	limited audience usually produced cheaply; appeal of "talking heads" limited; many people tune out after a short time

Strategy	Advantages	Limitations
Slide-tape , Video	visual presentation of issues, facts and resources good stimulus for discussion experiential (visually) adds variety and interest	expensive (possibly) need people to present the tape need equipment need people to put it together
Banner	eye-catching adds to feeling of event or festivity creates sense of community involvement	must see that banner is delivered and taken down at proper times each town has own stipulations could cost up to $300 if done commercially
Bus Poster	hitting the commuter crowd (and youth/ elderly)	cost (about $1.00 per bus plus printing) limited audience
Public Service Advertisement (newspapers)	could be more attention getting than an article good as supplement to article for publicity for event	must run a week to be effective (if only run a few days, some people may miss it) costly (generally 25% off regular price of newspaper ads)
Event or Action	good chance of getting coverage gets public attention could be entertaining or educational brings issue to the streets or the community allows you personal contact with public creates media follow-up interest and image in community	much planning necessary time-consuming materials may be needed requires pre-publicity
Press Packet	gives media background information on group and issues could lead to more in-depth story	needs to be updated
Newsletter	good for networking in-depth information provides forum for community people acts as clearinghouse for information	costly time consuming needs a staff needs submissions needs to remain lively and relevant needs mimeo, printer need deadlines

Strategy	Advantages	Limitations
Press Coverage at Meeting	informs those who didn't attend meeting of decisions/proceedings more in-depth than press release useful for raising public opinion	possibility of misquotes interpretation of reporter may differ from your own
Press Conference	calls attention to a situation useful for announcing findings, publication of facts, results of studies, clarification of an action, making announcements or demands, brings out the press; makes an event out of your news	difficult to find right time of day to hold so all press can attend and meet that day's deadline difficult to get the press to come unless something very important could be a lot of effort for little return place is crucial
Columns or Regular Features; Article Series	provide in-depth public education on issues provides forum keeps your group/issue in public eye	difficult to convince media to do need enough information to generate several articles weekly deadlines take lots of person hours takes a lot research
Photos/Artwork	good way to bring visual attention to issue attention-getting could be used as filler	could be costly photos may not be returned may send out more than get used (cost effective?) needs to meet papers' standards
Brochure Handout Mailer etc.	direct mail insures you reach intended audience is a tangible reminder for people can be more eye appealing/attention-getting than articles	could be costly often thrown away some people have an antagonism to mailings
Poster	attracts attention additional exposure	need people to post location of poster important (or may not reach audience cost

2.2 Volunteer Information Form

VOLUNTEER INFORMATION FORM CHECKLIST

___ Name

___ Address

___ Home Phone No.

___ Work Phone No.

___ Age (optional)

___ Travel Experience

___ Interests and Hobbies

___ Foreign Languages spoken or studied

___ Special training and skills

___ Educational level: high school 9 10 11 12 college 1 2 3 4 grad 1 2 3 4 5

___ Teaching or related experience

___ Previous volunteer experience

___ Person to contact in case of emergency

___ How did you hear about our program?

___ Transportation available

___ Times available for training ___ WEEKDAYS ___EVENINGS ___SATURDAY

___ Times available for teaching ___ WEEKDAYS ___EVENINGS ___SATURDAY
(include days, hours)

___ Length of commitment to teaching (number of months or weeks)

___ Preferences for teaching (number of students, students' age and sex, proximity)

___ Teaching site preferred: own home__, student's home__. agency___,other____

___ Restrictions which might/will affect your availability for volunteer work (family, work schedules, transportation, vacation plans, etc.)

___ Employer

___ Work History

___ Why do you want to volunteer to teach English to refugees?

___

___

___

___

___

___

VOLUNTEER INFORMATION FORM: SAMPLE

NAME _____ DATE _____

ADDRESS _____ BIRTHDAY _____

_____ HOME PHONE _____

WORK EXPERIENCE _____ WORK PHONE _____

_____

EDUCATIONAL BACKGROUND (circle last year completed) Grade 5 6 7 8 High School 1 2 3 4

College 1 2 3 4 Graduate School 1 2 3 4 5 Degree(s) _____

LANGUAGES SPOKEN OR STUDIED _____

PREVIOUS VOLUNTEER EXPERIENCE _____

_____

_____

TRAVEL, INTERESTS, HOBBIES _____

_____

_____

TEACHING OR RELATED EXPERIENCE _____

_____

_____

_____

WHY DO YOU WANT TO TUTOR? _____

_____

_____

_____

HAVE YOU HAD ANY FORMAL TRAINING IN TEACHING? ____ ESL?____ If yes, where, when, and how long? _____

		YES	NO
TRANSPORTATION	Do you have a car?	___	___
	Do you carry auto liability insurance?	___	___
TIME AVAILABLE	Days per week _____		
	Hours _____		
	Minimum time commitment (hours, weeks, or months) _____		
	On a regular basis? YES ___ NO ___		

PREFERENCES FOR TUTORING, IF ANY (age, sex, proximity, schedule) _____

_____

_____

PLACE PREFERRED Own home _____ Student's home ____

Other _____

WHO REFERRED YOU TO THE PROGRAM? _____

PERSON TO CONTACT IN CASE OF EMERGENCY _____

_____ _____

COMMENTS:

SIGNED _____

DATE _____

* * * * * * * * * ARRANGEMENTS MADE * * * * * * * * * * * * * *

STUDENT(S) _____

ADDRESS _____

PHONE _____

TIME AND PLACE _____

_____

TRANSPORTATION ARRANGEMENTS _____

_____

2.3 Interview

As a COORDINATOR, you need to have certain information about the volunteer from the VOLUNTEER INFORMATION FORM in order to make an appropriate placement; not all potential volunteers should teach ESL to refugees.

The VOLUNTEER needs to consider a written JOB DESCRIPTION before making a commitment to join your organization; not all potential volunteers really want to teach ESL to refugees once they know the responsibilities involved.

An INTERVIEW allows both you and the volunteer to clarify any questions you may have before reaching a mutual understanding about the next step.

Most often you'll have your initial contact with a volunteer over the phone when she calls to express interest in your program. You may be so thrilled with any response that you say, "Oh, thank you for calling. When can you start?" Truly, however, this hasty reaction is not fair to your program, the volunteer, or the students. Simply explain to the potential volunteer that you'd like to meet with her to discuss the program in detail. Perhaps arrange the interview when the volunteer can observe an ESL class or tutorial session. If the volunteer works, other arrangements might be made: before/after work, Saturday morning, before/after church, lunch time, day off, evening.

* The VOLUNTEER PHONE LOG form is designed to help you keep a record of your conversations with potential volunteers; rather than paper slips floating on your desk, you can keep a file.

GETTING READY: Before the Interview

1. Have the TUTOR INFORMATION FORM and JOB DESCRIPTION of volunteer ESL teachers available.

2. Have coffee/tea/cocoa ready to offer.

3. Have accessible any visual aids to illustrate the program:
   - pictures of actual volunteer ESL teaching situations
   - calendar with class schedule, training sessions, monthly meetings indicated
   - newspaper articles describing your program or refugee concerns

TUNING IN: The Interview

1. Make the volunteer comfortable physically: offer something to drink; provide a quiet place for the interview; take her coat.
2. Get acquainted: share some information about yourself to let the volunteer know who she'll be working with.
3. Give a basic overview of the agency and ESL refugee program in general.
4. State the purpose of the interview.
5. Give the volunteer the APPLICATION to fill out; while you read the application, give the volunteer the JOB DESCRIPTION to read.
6. Ask some of the following open-ended questions:

____ What have you enjoyed most about your past volunteer experience?

____ What sort of people do you enjoy working with?

____ What sort of people don't you enjoy working with?

____ What do you consider your greatest strengths and weaknesses?

____ What motivates you to make your greatest effort?

____ What 2 or 3 accomplishments have given you the most satisfaction?

____ How does our volunteer program fit into your own long range goals?

____ Which of your skills do you think will contribute most to our agency?

____ What is the biggest reason you've chosen to volunteer for our agency to teach ESL to refugees?

____ What experiences have you had with people of different cultures?

If after the interview questions you feel the volunteer is not appropriate to teach ESL to refugees, don't be reluctant to steer the volunteer in another direction. Both of you will be happier in the long run if you suggest alternatives now:

1. Describe other ways the volunteer may be better suited to help your program (type, provide transportation, babysit, make materials, write the newsletter, do public relations work).

2. Refer the volunteer to the United Way Volunteer Bureau for other volunteer opportunities which will match the volunteer's interests and skills more satisfactorily.

You may want to give the volunteer an opportunity to consider the prospect of teaching before making a final commitment. While waiting for training, arrange for a visit to an ESL class or tutoring session. Watching students with teachers will help volunteers decide.

CONTRACTING: Reviewing the Situation

1. Detail the specific requirements and schedules of ESL training and teaching.

2. Answer any questions the volunteer may have.

3. Clarify any information on the application concerning preferences and schedules.

4. Come to a mutual decision about the commitment: sign up for the next training, visit classes, ...

5. Reiterate the next step: make a note to send notice of next training, schedule visitation.

6. Have the volunteer actually sign a contract as a statement of commitment to your program (see the following page). OPTIONAL

VOLUNTEER CONTRACT ***

Postion Title: English as Second Language Tutor

Program Objective: To assist persons for whom English is a second language in learning or improving their English language skills--listening, speaking, reading and writing (in that order)--so that the student can function more fully in the community.

Time Commitment: 2 hours minimum teaching time per week, preferably spread over at least 2 days, for 3 months.

Responsible to: Volunteer Coordinator, Tacoma Community House.

****

Position Resonsibilities:

* To become familiar with and learn to use basic texts and materials by participating in basic ESL training.

* To attend monthly share sessions.

* To tutor non-English-speaking adults in English, in their homes or other suitable sites.

* To be reliable and on time on regularly scheduled days. Give as much notice as possible if you are unable to meet with your student and arrange a mutually satisfactory time for a make-up session.

* To plan and carry out lesson plans. Consult your volunteer coordinator if there are any questions about the plan or materials.

* To keep records of your student's progress and keep a record of the hours spent with your student each month.

* To realize that all acts of assistance will be performed without financial compensation.

I have read and understand the above and agree to carry out the responsibilities as described.

Signed _____
Volunteer

Date _____

_____
Volunteer Coordinator

POST INTERVIEW EVALUATION WORKSHEET

Instructions: Rate the interviewer on a 1-10 scale on each of the following (10 best)

THE INTERVIEWER SHOULD	RATING
1. Put the interviewee at ease at the outset.	
2. Create a productive, open atmosphere.	
3. State the purpose of the interview succinctly and clearly.	
4. Work for consensus.	
5. Ask open-ended questions.	
6. Encourage the interviewee to talk about herself.	
7. Paraphrase or "play back" key points to get more information from the client.	
8. Listen actively.	
9. Start with positive comments before moving on to negative ones.	
10. Find out what the interviewee is thinking.	
11. Be open to accept the interviewee's feelings.	
12. Display open "body language" and good eye contact.	
13. Avoid interrupting the interviewee.	
14. Deal with one subject at a time.	
15. Summarize before moving on to next point.	
16. Check to make sure interviewee understands key points.	
17. Close on a positive note.	
18. Agree on action plans with deadlines.	
19. Set up a follow-up interview (if necessary)	

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VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

☐Send____Packet(s): Mailed_____

☐Confirmed for next workshop

☐Office visit_____

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

☐Send____Packet(s): Mailed_____

☐Confirmed for next workshop

☐Office visit_____

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

☐Send____Packet(s): Mailed_____

☐Confirmed for next workshop

☐Office visit_____

Date of workshop_____

Comments:

VOLUNTEER PHONE LOG

Date_____ Initials_____

Name_____

Address_____

City_____ Zip_____

Phone_____

Referred by_____

☐Send____Packet(s): Mailed_____

☐Confirmed for next workshop

☐Office visit_____

Date of workshop_____

Comments:

3 TRAINING

Volunteers deserve professional ESL teacher training and an orientation to your program. Adequate training at the onset of the program can provide the structure that will instill confidence in your tutors. In addition, training for volunteers lends a feeling of professionalism to the volunteers' work. Volunteers are not paid, but a sense of doing work that is important and doing it well will foster the commitment that it is necessary for volunteerism.

3.1 Arrange for Training

Most people volunteer with a desire to help and many doubts. "How can I teach my student English if I can't even talk to her?" "I really don't know very much about S.E. Asian people. Can you tell me about them?" Before your volunteers plunge into teaching, they need their questions answered. Since you're probably not an ESL expert and are busy managing the program, the VTP provides your volunteers three areas of training:

- Basic ESL Training with cultural orientation helps the volunteer to:
  - increase confidence
  - develop skills which will tranfer to a later job
  - acquire basic ESL teaching techniques
  - effectively utilize the curricula
  - establish friendships with fellow volunteers

- Follow up Special Topics Workshops give your volunteers:
  - additional teaching skills
  - continued contact with other ESL tutors
  - answers to questions about their students

- Annual Statewide Volunteer ESL Conference allows your volunteers to:
  - network with other volunteers throughout the state
  - acquire professional development in ESL
  - expand their knowledge to include cultural and social aspects of tutoring New Americans

CONSIDERATIONS:

People volunteer eager to train and begin tutoring. To prevent their wandering off while waiting for training, have the volunteer:

- Observe a DSHS or other ESL class as an integral part of training; the new volunteer will gain confidence and acquire more teaching techniques.
- Go with an experienced tutor to a home lesson.
- Develop a picture file.
- Attend a showing of "Becoming American."
- Attend an ORIENTATION MEETING to meet other new volunteers and learn about your program.
- Help with specific program task

TRAINING CONFIRMATION AND OBLIGATIONS

PROGRAM _____

COORDINATOR _____ PHONE _____

TRAINING DATES _____ SCHEDULE _____

WORKSHOP SITE _____

COMMENTS _____

_____

COORDINATOR CHECKLIST

Pre-Training Obligations:

__ meet with VTP staff for program assessment and orientation: describe program; discuss your goals, VTP expectations and services; describe materials and distribution policy; more...

__ recruit and test students

__ interview and screen volunteers

__ hold an orientation meeting about your program for the new volunteers

__ secure minimum number of volunteers to be trained ( )

__ make arrangements for scheduling training site

__ arrange for tables and chairs, __blackboard, __film projector/screen -- at site

__ notify volunteers about the time and place of training

__remind volunteers that materials will be distributed only to those who attend the entire training and have been assigned tested students

__organize a potluck or encourage volunteers to bring sack lunches for all-day trainings

On-Site Obligations:

__meet trainer before each session or make necessary arrangements to open doors, help with last minute emergencies, etc.

__attend entire training (if you haven't already)

__supply coffee/tea/cocoa (it's a nice touch)

3.2 Orientation to Program

Individually recruited volunteers need to acquire a sense of community with others in your program. A group orientation meeting is an opportunity to acquaint new volunteers with each other as well as familiarize them with your program and the refugee community. Strangers can leave the meeting with a sense of their common mission.

- Offer the ORIENTATION session at a variety of times to accommodate everyone

- Meet in a comfortable setting conducive to easy communcation.

- Serve refreshments.

- Provide variety during the presentation: slides, discussion, lecture, tour, exhibits, visual aids . . .

- The content of the orientation might include the following:

  THE BIG PICTURE
  - the history of refugees in the United States
  - the refugee situation in Washington State
  - the status of refugees in your local area

  ESL FOR REFUGEES IN WASHINGTON STATE
  - explanationof state-funded ESL classes
  - description of how your program fits into the picture

  YOUR ORGANIZATION
  - history of your program
  - the purpose and goals of your organization
  - how you relate to other organizations in the area
  - funding source
  - names and functions of your key staff members (perhaps introduce some of the members to the new volunteers)
  - hours, holiday schedule, rules of your agency
  - physical layout of building (include a map, conduct a tour)
  - announce community meetings of possible interest (Refugee Forum)
  - announce future meetings: follow up workshops, monthly meetings)

- Allow time for open communication of concerns, fears, comments and questions.

- Make time for people to get acquainted informally during a coffee break or in small groups sharing feelings.

(3.2 ORIENTATION)

- Avoid tutor burn-out by making it clear to volunteers that they are not responsible for attending to all the social, medical, legal and personal needs of their students; give the volunteers the COMMUNITY RESOURCE FORM which lists agencies with phone numbers and contact people for them to refer to when presented with a situation they are not equipped to solve. APPENDIX E, the Refugee Resource Guide, was compiled in Pierce County; while it details specific services in that area, the general ideas and format should be useful for you in compiling a similar project for your community.

- Evaluate the effectiveness of the orientation by obtaining written evaluations; the input will help make future orientations even better.

- "Becoming American" is a powerful film which chronicals the journey of a Hmong family from a Lao village and Thai refugee camp to downtown Seattle. This effective film is appropriate for all potential and new volunteers.

  The thirty minute version of the film is now readily available locally. The Washington Association of Churches has obtained funding from a private donor for the purchase of five copies of the film. They are available for use only by refugee, church, and community groups in Washington State.*

  The film should be ordered directly from the Religious Broadcasting Commission (RBC), 356 Post Intelligencer Bldg., 521 Wall St., Seattle, WA 98121; Phone: (206) 682-0608.

  There is no rental charge for the above groups; a service charge of $15 covers scheduling, storage, inspection, cleaning, and repair of the film by the RBC, an ecumenical media organization.

  The "Becoming American"Study/Discussion Guide, written by Susan Brooks O'Neill, will accompany each request for the film.

  * Due to contractual agreements between the film producers and the national distributor, school systems must order directly through New Day Films, (201) 981-8240, for a rental fee of fifty dollars.

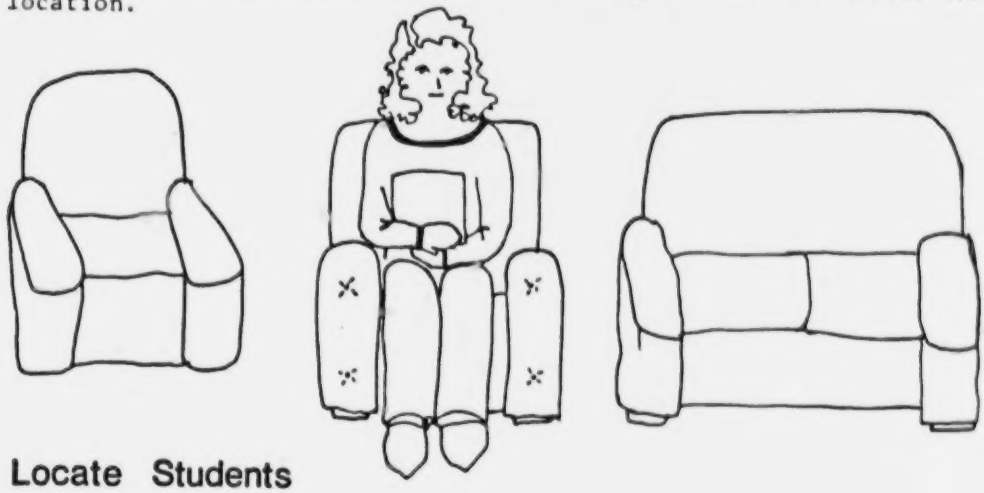
COMMUNITY RESOURCES

ORGANIZATION	CONTACT PERSON	PHONE NO.	ADDRESS	COMMENTS
Community College ESL Program				
County Refugee Forum				
Dental Clinic				
DSHS Community Service Office				
Emergency Food				
Employment Office				
Ethnic Market				
Family Planning				
Fire Department				
Health Department				
Housing Assistance				
Legal Assistance				
Medical Clinic				
Mutual Assistance Assn.				
Poison Control Center				
Police Department				
Public Assistance				
Refugee Employment				
Second Hand Clothing/Furniture				
Sponsor				
Translator/Bilingual Friend				
Vocational Education				

4 PLACEMENT

Placement involves the art of matching individual students with tutors. Locating and assessing students is just as vital as finding and training volunteers; once you've acquired and trained volunteers and assessed students, you're ready to connect them.

1. Locate students.
2. Complete STUDENT INFORMATION FORM.
3. Assess student English needs with GENERAL PLACEMENT EXAM.
4. Connect the student with the tutor to arrange a lesson schedule and location.



4.1 Locate Students

Contact the following for referrals:

1. DSHS ESL classes: often located in local community colleges*
2. Community Service Office (CSO) at State Department of Social and Health Services
3. Vocational Training Programs
   - CETA
   - Vocational Training Schools
4. Mutual Assistance Associations (MAA's): ethnic organizations of peoples from Laos, Cambodia, Vietnam, Ethiopia, Poland, etc.
5. Churches sponsoring refugees
6. Volags: voluntary agencies that sponsor refugees in the United States

Place native language flyers in public places: ethnic markets, laundromat, supermarket, housing complex.

Take a bilingual person with you to refugee housing for direct recruitment.

Attend your county Refugee Forum to announce your tutoring program.

*See Appendix B

4.2 Student Information Form

STUDENT INFORMATION FORM CHECKLIST (You may need an interpreter or family member to gather the information)

___ Name

___ Address

___ Telephone No.

___ Nationality

___ Ethnic Group

___ Age

___ Sex

___ Marital Status

___ Children

___ Native Language

___ Literate in that language

___ Other languages spoken

___ Literate in those languages

___ Previous education in own country

___ Education in U.S.

___ Previous English experience: where, when

___ English in refugee camp

___ Presently employed

___ Where

___ Hours

___ Previous work history

___ Time available for study; day/week

___ Transportation available

___ Place available for tutoring

___ Referred by _____

ARRANGEMENTS MADE

_____ Tutor

_____ Address

_____ Telephone

_____ Time and place

_____ Transportation arrangements

_____ Date of first class

Date _____

STUDENT INFORMATION

Name _____ Nationality _____

Address _____ Native language _____

_____ Age _____ Birthdate _____

Telephone _____ Sex _____

Sponsor's Name _____ Marital Status _____

Sponsor's Address _____ Children _____ Age _____

_____ _____

Sponsor's Telephone _____ _____

Previous education _____

Literate: YES _____ NO _____ Which language(s) _____

How long in U.S.? _____

Previous English study or contact _____

_____

Present employment: YES _____ NO _____ Where? _____

Future goals/plans _____

_____

_____

Time available: Day/week _____

Hours _____

Transportation available: YES _____ NO _____

Additional comments:

ARRANGEMENTS MADE

Tutor _____

Address _____

Telephone _____

Time & Place _____

Transportation Arrangements _____

4.3 Assess Student Language Needs

The GENERAL PLACEMENT EXAM developed by the VTP provides you with the information needed to place a student in one of the curricula provided by the project. The exam, score sheets, and teacher's booklet are located at the back of this handbook. The exam results can help you place students in the appropriate ESL class. In addition, the students' English level may determine the amount of tutor time required of an individual tutor:

	Recommended Time
PRELITERATE I and II	1 - 1½ hours daily/2-4 days per week
BEGINNING I and above	1 - 1½ hours daily/1-2 days per week

4.4 Connect Student with Tutor

Connecting students with tutors can begin once you've collected all the information. Consider and compare data about the PEOPLE and PLACES, use your judgment and instinct, and poof! You've made a match!!

STUDENT INFORMATION FORM

- personal information; language/educational background; prior English instruction
- time available
- transportation available
- tutor location desired

TUTOR INFORMATION FORM

- personal information; preferences, interests
- time available
- transportation available
- tutor location desired

GENERAL PLACEMENT EXAM →

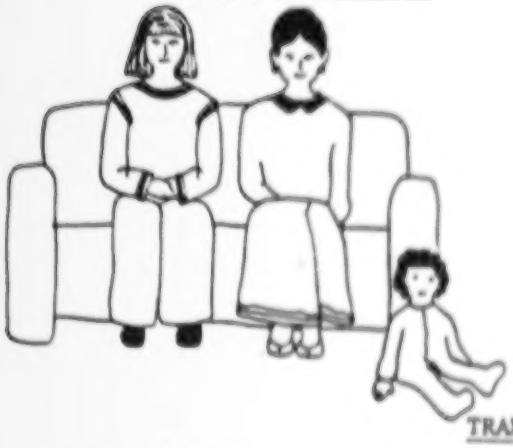
- ESL level
- English goals

→

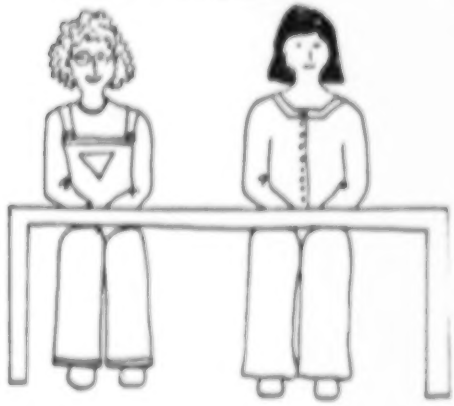
- determine curriculum
- place in appropriate class
- place with appropriate tutor

(4.4 CONNECT STUDENT WITH TUTOR)

STUDENT'S HOME



CENTRAL LOCATION



TRANSPORTATION

- Is location convenient for tutor to get to?
- Is the home on a bus line?
- Can students arrange transportation?
- Is the location on a bus route?
- Is the location convenient for the student?

SETTING

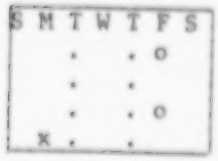
- Can distractions be minimized?
- Can babysitting be arranged?
- Is tutor aware that she needn't feel responsible for all of the needs of her student's family?
- Are child care facilities available?
- Is the space conducive to group or individual tutoring?

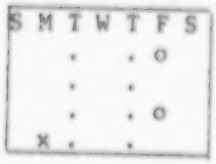
SCHEDULE

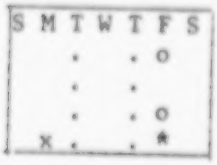
- Flexible schedules can be arranged for both tutors and students.
- All students and tutors must be available at the same set time.

HERE ARE SOME CONSIDERATIONS TO MAKE WHEN MATCHING STUDENTS WITH TUTORS:

- Home tutors have a tendency to wander off with their students never to be heard from again. So, after matching and arranging the lesson setting, establish a CHECK IN SYSTEM:







. write daily lesson logs

o call in every 2 weeks

x send or call in monthly attendance with tutor hours

* come in for interview to evaluate experience and determine if tutor
  1) wants to end
  2) wants to continue with same student
  3) wants to continue with different student

- You might attend the first home visit to introduce the tutor to her student and determine the schedule, length and frequency of lessons; this initial meeting can also occur at a central location. You can test students, complete their STUDENT INFORMATION FORM, introduce them to their tutors, and make the lesson arrangements all at once with the aid of an interpreter. Try whatever works for you.

- If group tutorials are arranged, place students with similar English levels together. This may mean breaking up a family to avoid the more verbal members from doing all the talking and learning.

- If the tutor can only meet once a week, have her tutor a higher level student who doesn't need as much consistent practice.

VOLUNTEER: _____

47

VOLUNTEER TUTOR LOG

STUDENT(S)	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														

	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														

	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S	M	T	W	T	F	S
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														

5 RECOGNITION

Individual volunteers decide to teach English to refugees for a myriad of motivations. As we discover these personal reasons during the interview, we can immediately begin to recognize and meet these needs. Few volunteers are thrilled with the thought of a certificate at the end of a years' commitment as their only reward. Most would rather receive a birthday card, have access to a resource library, a phone call, additional training, a vacation, or an invitiation to a potluck. You must be prepared to offer a wide range of support for your very special volunteers.

Five common volunteer motivations for teaching English to refugee students are described on the following pages. Each motivation is accompanied by a long list of ideas for recognizing these needs. No one can do everything, certainly, but your idea of support might be expanded by this list of options.

EXPRESS APPRECIATION IN A VARIETY OF WAYS FOR DIFFERENT VOLUNTEER MOTIVATIONS

1. PROFESSIONAL DEVELOPMENT: looking for work experience, training, increased skills

__ announce additional ESL workshops

__ write job recommendations: document training, experience, hours, skills, duties

__ develop resource library and bibliography of ESL and cultural materials

__ write letter of appreciation to employer

__ provide evaluation of job performance; include positive feedback as well as discussion of areas for improvement

__ present certificate documenting training and tutor experience

__ provide credit from school

__ send newsletter with further teaching tips

__ announce job notices in related areas

__ provide professional ESL training before teaching

2. SOCIAL EXPERIENCE: want to meet other people with similar interests; establish supportive relationship with refugee family

__ organize orientation as a group social to meet others

__ arrange gatherings of volunteers, students, and families: picnic, pot luck, brown bag lunch, holiday parties, staff socials

__ set up a volunteer lounge with coffee/ tea as a place to chat with you and other volunteers and staff

__ use a roleflex card system to collect personal comments about individual volunteers

__ offer group teaching in central location

__ have volunteer attend TALK TIME

__ take a volunteer for lunch

__ provide regular phone contact to keep in touch

3. SERVICE: want to improve conditions in society, help an individual acquire skills for self sufficiency

__ arrange letters or acts of appreciation from students/ program

__ keep records of ways volunteers help, numbers of students served; publish the information

__ assure the volunteer that she's making progress; provide evaluation, follow-up

__ write newsletter articles about the effects of volunteer teaching

__ have active volunteers describe experience as part of orientation

__ arrange film, speaker to allow volunteers to get sense of contributing to the solution of a global problem

4. RESPONSIBILITY: capable, interested in accomplishing other tasks

— ask for input from volunteers affected by decision before making decision

— include/ invite volunteers to participate in planning, evaluation, problem solving

— ask volunteer to help train other volunteers: observe, orientation

— delegate some of your responsibilities to capable volunteers

— put in charge of project: TALK TIME, resource library, newsletter, pot-luck party planning

— ask to help redesign brochures, slide show, interview process, orientation

— ask for recruitment ideas

— provide specific training for volunteer taking on new role

— invite to program staff meetings

5. INDIVIDUAL RECOGNITION: acknowledge special needs of each individual volunteer

— encourage and arrange volunteer to take training in communication, stress reduction, etc.

— avoid burnout by giving vacations, change of pace in work

— utilize unique talents and interests

— check to see how things are going; allow for change of assignment

— provide social service list of community resources

— carefully match volunteers and students

— write newsletter articles about individual volunteers

— send cards: birthday, valentines, Christmas

— organize an appreciation program: invite the director, board members
have students provide food, entertainment
present certificates of appreciation

— submit article highlighting a special volunteer in newspaper, radio, TV spot

— nominate a volunteer for award

— procure bennies: free tickets, discounts on materials

— arrange convenient physical set up: chalkboard, parking, babysitting, coffee, heat, keys.....

— send special thank you for special service: personal note, flower

— use volunteer for public relations: speak about program from personal experience

— provide transportation to program functions

— send thank you letter at end of volunteer service

— arrange an exit interview to say thank you; encourage the volunteer to honestly express her evaluation of her experience

— enroll volunteers over 60 years old in RSVP; they receive liability car insurance and 16¢ mileage

EXIT INTERVIEW

Name _____ Date _____

Address _____

Reasons for leaving the organization _____

_____

_____

1. During your association with our organization you have had many experiences. Please share with us what you found the most satisfying and least satisfying experiences.

   Most satisfying _____

   _____

   _____

   _____

   Least satisfying _____

   _____

   _____

   _____

2. We are always trying to improve our volunteer training and placement. Please rate and remark on the training you received during your work with our organization.

   Position held _____

   Comments _____

   _____

   _____

   Training received _____

   Comments _____

   _____

   _____

3. Please rate your training (circle one)

   EXCELLENT GOOD FAIR POOR NO OPINION

   Please rate your placement (circle one)

   EXCELLENT GOOD FAIR POOR NO OPINION

Thank you for volunteering with us.

Signed _____

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20 PHRASES TO PROMOTE COMMUNICATION WITH YOUR VOLUNTEER

✓	# Phrase
	1. How do you feel about . . .
	2. What would you like . . .
	3. What is really good in . . .
	4. Looks like you're . . .
	5. I sense that . . .
	6. How is it going . . .
	7. What's troubling you . . .
	8. It sounds like . . .
	9. How do you see . . .
	10. Say a little more about that . . .
	11. What I hear you saying is . . .
	12. It feels as though . . .
	13. I'd like to come back to that later . . .
	14. Can you hold that a minute . . .
	15. What is the purpose of . . .
	16. . . . is that how you see it?
	17. Let's check that out with . . .
	18. How do you see the problem . . .
	19. Do you see it differently?
	20. Can you tell me about it?

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TUTORS OF ENGLISH AS A SECOND LANGUAGE

CERTIFICATE of APPRECIATION

Presented to

_____

In recognition of completion of a basic ESL training
by the Volunteer Training Project of Tacoma Community House,
and for ___ months of volunteer ESL tutoring of refugees
in the _____
program in Washington state.

Presented this ___ day of _____, ____.

Marilyn Bentson

MARILYN BENTSON
VTP Coordinator
Volunteer Training Project
TACOMA COMMUNITY HOUSE
P.O. Box 5107
1311 South M Street
Tacoma, Washington 98405
383-3951

_____

Program Coordinator

Student and Tutor Outing for July

SEATTLE ART MUSEUM

ASIAN ART EXHIBIT

plus

Potluck Supper at Volunteer Park

DAY: Thursday, July 28 (a free admission day to the Museum)

TIME: Meet at the Community House at 3:15 p.m.
We'll return at approximately 8:30 p.m.

BRING: Your family, some food to share.
Paper plates and cups, spoons and forks will be provided.

* Please give the translated invitations to your students. Tell them to call me ahead of time if they want to go so that I can arrange enough transportation. Anita Bell: 383-3951 (days) or 922-9107 (evenings).

June '83

VOLUNTEER VOICE

FOLLOW-UP TRAINING

June 21 * 6:30-9:30 p.m.
Tacoma Community House

This is for all tutors trained in 1983. It will be helpful additional training and a chance to share successes, questions, whatever.

All volunteers are welcome!

A PARTY!

63

At Wright Park, near the wading pool (west of the playground)

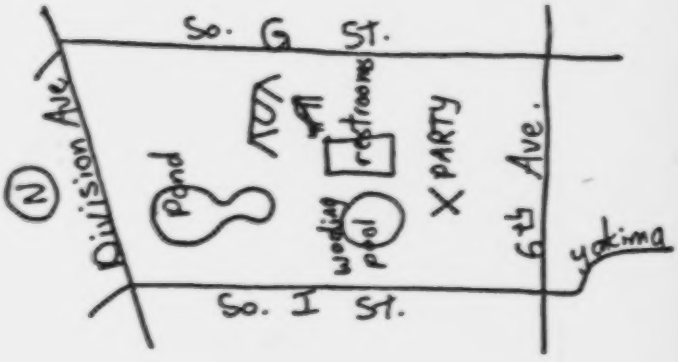
June 25 3:00 - 6:00 p.m.

Bring your family, your student, some food, and prepare to have a good time. Recognition of tutors * * Entertainment * * Fresh Air * * Food! (plates, cups, forks and drinks provided) * *

Do you know . . .

What volunteer was so successful, she worked herself out of a job?
What volunteer has been teaching the longest?
What volunteer has more children than her student (who has 6!)?

Come to the party and find out!



Invitation to party, translated for students

62

Tiệc họp mặt dành cho thầy giáo và học sinh vào ngày 25 tháng 6 từ 3 đến 6 giờ chiều tại Wright Park.
Đây là một dịp để cảm tạ ơn thầy hay tựa gia đình và mang thức ăn đến để cùng chung vui.

5.2 Assessment

Try not to be intimidated by the thought of assessing your program. As coordinator, you're often asked to justify the use of volunteers and evaluate their effectiveness in teaching English. Your volunteers also need an opportunity to discuss the value of their experience. Here are some ideas for collecting information:

- ATTENDANCE/VOLUNTEER TUTOR LOG:
  - records tutors' commitment
  - documents length of service to community

- LESSON LOG:
  - records lessons taught to pass on to future tutors of the same student
  - encourages a sense of accountability

- 3 MONTH/EXIT INTERVIEW:
  - allows you to learn if your tutors are content in their placement or need a change

- SHARE MEETINGS:
  - give volunteers the chance to discuss their successes and problems with others
  - provide a setting for getting group concensus on possible changes in the program

- INFORMAL STUDENT ASSESSMENTS:
  After a few months or at the end of a tutoring period, meet with the student:
  - give the GENERAL PLACEMENT EXAM again as a post test
  - note any general changes in their language and social skills (e.g., offers you a seat, easily responds to a greeting, calls up when ill, picks up the phone)

- INFORMAL TUTOR ASSESSMENT:
  Ask your volunteers some of these questions:
  - What are the strong points about working here?
  - What do you like least about volunteering here?
  - What is one thing that would make your experience better?
  - What was your best and worst experience this week?

VOLUNTEER ESL PROGRAMS ASSISTED BY VOLUNTEER
TRAINING PROJECT (TACOMA COMMUNITY HOUSE)

King

ASIAN RESETTLEMENT CENTER
15479 NE 4th
Bellevue, WA 98008

Lisa Lovell (work) 643 - 3558
Individual

BELLEVUE SEVENTH ADVENTIST CHURCH
15 - 140th NE
Bellevue, WA 98005

Eleanor Ritz (home) 451 - 3661
Duane Childs (home) 881 - 6105
Individual

CATHOLIC COMMUNITY SERVICES
Refugee Resettlement Program
810 18th Ave. # 108
Seattle, WA 98105

Beth Dominick (office) 323 - 9450
(home) 524 - 9924
Individual: in the home
Talk Time

FIRST COVENANT CHURCH
1500 Bellevue Ave
Seattle, WA 98122

Bea Hovig (church) 322 - 7411
Individual

INTERNATIONAL RESCUE COMMITTEE
909 4th Ave., Room 611
Seattle, WA 98104

Molly Ryan 623 - 2105
Group: evenings, vocational program,
central location
"Friends of the Family" program:
tutor visits and 'adopts' family as
well as teaching ESL.

LAKE FOREST PARK VOLUNTEERS

Marion Black (home) 363 - 3996
3705 NE 188th
Seattle, WA 98155
Individual: twice a week, central
location, Talk Time

LAKE WASHINGTON UNITED METHODIST CHURCH

Susan Reynolds (home) 827 - 8350
7506 130th Ave. NE
Kirkland, WA 98033
Individual: in the home

LANGUAGE INSTITUTE FOR REFUGEES
University Presbyterian Church
4540 15th NE
Seattle, WA 98105

Carol Littlejohn (church) 524 - 7300
Groups: days and evenings, central location
evenings, general classes
mornings , groups (prevocational)

Mt. BAKER ESL PROGRAM

Arlene Philips (home) 442 - 0600
M/S 505
2901 Third Ave.
Seattle, WA 98121

Kim Tsujii (home) 442 - 2775
M/S 212
2901 Third Ave.
Seattle, WA 98121
Groups: at Mt. Baker apt. complex

MT. VIRGIN PARISH

Sister Michelle MacMillan (office) 382-4579
2555 29th Ave. S #35 (home) 322-7818
Seattle, WA 98144
Groups: evenings, central location

NEW AMERICANS LANGUAGE SCHOOL
6512 12th NW
Seattle, WA 98117

Millie, Bill Bohall (home) 789 - 0141
910 NW 73rd
Seattle, WA 98117
Individual: evenings, central location

SEATTLE NORTH STAKE MORMON CHURCH

Elder Ermel Morton (home) 365-0623
12315 28th NE #218
Seattle, WA 98125
Individual & small groups

RIVERTON PARK UNITED METHODIST CHURCH
3118 S. 140th
Seattle, WA 98168

Zella Mounts (church) 246 - 1436
(home) 243 - 3150
Individual: evenings and Saturday in the home/Talk Time

SOUTHEAST ASIA DESIGN

Ann Thomas (home) 322 - 8576
951 Davis Place South
Seattle, WA 98144

Volunteers work in store

ST. PETER'S EPISCOPAL CHURCH

Helen Byer (home) 329 - 6442
P.O. Box 18793
Seattle, WA 98116
Group: day and evenings, central location

UNIVERSITY CONGREGATIONAL CHURCH

Harriet Hunt (church) 524 - 2322
(home) 524 - 4359
4204 NE 72nd
Seattle, WA 98115
Individual and small group:mornings, central location

VOLAG ROUNDTABLE EMPLOYMENT PROJECT
810 18th Ave., Room 206
Seattle, WA 98122

Ann Tippit (office for WAC) 324 - 9675
Groups: M-F, 4 hours daily, central location, pre-vocational

YWCA/SEATTLE

Eleanor Loetterle (home) 284 - 8971
2534 Westmont Way W.
Seattle, WA 98199
Group: days, central location

Clark

SE ASIAN REFUGEE CENTER TUTOR PROGRAM
ST. LUKE'S EPISCOPAL CHURCH
426 E.4th Plain
Vancouver, WA 98663

Trish Jennings (office- refugee center) 693 - 7687
Groups and individual

Cowlitz

LONGVIEW COMMUNITY CHURCH
2323 Washington Way
Longview, WA 98632

Tom Adams (home) 423 - 6380
Individuals: in central location

Grays Harbor

GRAYS HARBOR LITERACY COUNCIL
Grays Harbor Community College
College Heights
Aberdeen, WA 98550

Beth Jordan 532 - 9020 ext. 285
Individual

Kitsap

KITSAP LITERACY COUNCIL
Olympic Center
3423 6th St.
Bremerton, WA 98312

Rollane Vineyard (office of Lit Council) 478 - 4690

Lewis

THE PHOENIX CENTER
Centralia Community College
Centralia, WA 98531

Francis Tanaka (home) 736 - 4404
(office) 736 - 9391
ext. 216
1111 N. Washington
Centralia, WA 98531
Individual: in the home, central loc.
Groups: assist in ESL class

Pierce

CATHOLIC COMMUNITY SERVICES
5410 N. 44th
Tacoma, WA 98407

Denny Hunthausen (work) 752 - 2455
ext. 23
Individual & small groups
Talk Time

TACOMA COMMUNITY HOUSE
1311 South M. St. Box 5107
Tacoma, WA 98405

Anita Bell (work) 383 - 3951 ext. 24
Individual & group: days, evenings
Talk Time

Snohomish

SOUTH SNOHOMISH COUNTY COUNCIL OF CHURCHES

Sister Josephine Armstrong (home) 778-3198
P.O. Box 206
Edmonds, WA 98020
Individual: in the home

Spokane

BARTON SCHOOL
S. 318 Cedar
Spokane, WA 99024

Mildred Marmount (school) 534 - 4526
(home) 747 - 1058
Individual: days and evenings, central location

COUNTRY HOMES LANGUAGE SCHOOL
N. 8415 Wall
Spokane, WA 99218

Nancy Abbott (home) 328 - 3887
Individual: days, central location

REFUGEE RESETTLEMENT - WASHINGTON ASSOCIATION OF CHURCHES
S. 121 Arthur
Spokane, WA 99207

Susan McIntyre (office) 536 - 1303
"Women helping Women" program tutoring groups in home. Days and evenings, 4 days a week

Thurston

FAMILY LANGUAGE PROGRAM FOR SE ASIAN REFUGEES

Trisha Riedy (home) 352 - 2589
237 N. Sherman
Olympia, WA 98502
Individual, small groups: days & evenings in the home

THURSTON COUNTY LEARNING CENTER
3201 26th NE
Olympia, WA 98506

Ramona Hinkle (home) 491 - 5483
Groups: evenings, central location

THURSTON COUNTY LITERACY COUNCIL

Rena Miles (home) 943 - 3052
2024 Barge Ave.
Olympia, WA 98506

Tri-Cities

MID COLUMBIA LITERACY COUNCIL

Dorothy Charnock (home) 946 - 6780
1827 Mahan
Richland, WA 99352
Individuals & groups

Whatcom

WHATCOM COUNTY LITERACY COUNCIL
Whatcom Community College PO Box 1292
Bellingham, WA 98224

Marilyn Manildi 676 - 2104
Individual: in the home
Groups: in state funded classes
Talk Time

APPENDIX B

STATE-FUNDED REFUGEE ESL CLASSES

1983

BELLINGHAM VOC-TECH
3028 Lindberg Ave.
Bellingham, WA 98225

Mr. Gary Glaze
Phone: 676-6490

CLARK COLLEGE
1800 E. McLoughlin Blvd.
Vancouver, WA 98663

Mr. Randall Dick
Phone: 699-0251

CLOVER PARK VOC-TECH
4500 Steilacoom Blvd. S.W.
Tacoma, WA 98499

Dr. Gordon Quick
Phone: 584-7611

COLUMBIA BASIN COLLEGE
2600 North 20th Ave.
Pasco, WA 99301

Dr. J. Dale Gier
Phone: (509) 547-0511

CENTRAL WASHINGTON UNIVERSITY
Ellensburg, WA 98926

Dr. Dale Otto
Phone: (509) 963-1834

FT. STEILACOOM COMMUNITY COLLEGE
9404 E. 112th St.
Puyallup, WA 98371

Mr. Dale Green
Phone: 848-9331

GRAYS HARBOR COLLEGE
College Heights
Aberdeen, WA 98520

Mr. William Sperling
Phone: 532-9020

GRIFFIN BUSINESS COLLEGE
2005 Fifth Avenue
Seattle, WA 98121

Mr. Donn Callaway
Phone: 624-7154

HIGHLINE COMMUNITY COLLEGE
Midway, WA 98031

Dr. Glen Edmisson
Phone: 878-3710

INSTITUTE FOR INTERCULTURAL LEARNING (I.I.L.)
144 N.E. 54th
Seattle, WA 98105

Ms. Lynne Stamoulis
Phone: 527-2171

LAKE WASHINGTON VOC-TECH
P.O. Box A
Kirkland, WA 98033

Mr. Wayne Flamme
Phone: 828-3311

LOWER COLUMBIA COLLEGE
1600 Maple
Longview, WA 98632

Ms. Rita Fontaine
Phone: 577-2269

OLYMPIA TECHNICAL COMMUNITY COLLEGE
2011 Mottman Rd. S.W. FY-10
Olympia, WA 98502

Ms. Julie Cushman
Phone: 753-3015

OLYMPIC COLLEGE
16th & Chester
Bremerton, WA

Dr. William Simpson
Phone: 478-4839

PENINSULA COLLEGE
Port Angeles, WA 98362

Mr. Al Carr
Phone: 425-9277

SEATTLE CENTRAL COMMUNITY COLLEGE
1701 Broadway
Seattle, WA 98122

Ms. Duong Dunning
Phone: 587-4180

SKAGIT VALLEY COLLEGE
2405 College Way
Mount Vernon, WA 98272

Mr. Bert Williamson
Phone: 428-1243

SOUTH SEATTLE COMMUNITY COLLEGE
6000 16th Ave. S.W.
Seattle, WA 98106

Dr. H. Carlton Smith
Phone: 764-5363

SPOKANE COMMUNITY COLLEGE DIST. #17
Dist. #17 Adult Center
W. 1025 Spotford Ave.
Spokane, WA 99205

Ms. Judy Pilder
Phone: (509) 456-5019

TACOMA COMMUNITY COLLEGE
5900 So. 12th Street
Tacoma, WA 98465

Candy Carbone
Phone: 383-3951

WENATCHEE VALLEY COLLEGE
1300 Fifth Street
Wenatchee, WA 98801

Mr. Dick Peterson
Phone: (509) 662-2640

A SELECT BIBLIOGRAPHY FOR VOLUNTEER ESL TUTORS

Developed by the Volunteer Training Project
of Tacoma Community House, 1982

SECTIONS

1. ESL Texts
2. Materials to Supplement Texts
3. Vocational ESL Texts and Materials
4. Background Information
5. Indochinese Refugee Education Guides

1. ESL TEXTS

A New Start: Functional Course in Basic Spoken English and Survival Literacy. 1982. Heinemann Educational Books.

Teacher's Book	$10.00
Student's Book	$ 6.50
Literacy Workbook 1 & 2	$ 3.50

Survival curriculum for beginning adult learners who are either literate or pre-literate: emphasizes oral skills but also introduces survival literacy skills such as reading signs. Excellent range of activities.

Homebound English for Refugee Women (HER). 1981. Tacoma Community House.

Teacher's Manual/Curriculum	$9.50
Student's Book of Illustrations	$3.50

Twenty-three lessons on survival skills. Includes complete instructions for eaching lessons and accompanying illustrations. Designed for beginning illiterate refugees.

Conversation Book: English in Everyday Life. 1977. Prentice-Hall, Inc.

Book 1 and 2 $8.95 each

Many drawings provide topics for conversations and illustrating everyday situations. Dialogues, questions, and open-ended activities plus 5 kinds of writing exercises. Recommended for low intermediate students.

Side By Side: English Grammar Through Guided Conversations. 1980. Prentice-Hall, Inc.

Book 1 and 2 $6.95 each

Each lesson covers one or more grammatical structures, a model conversation, and exercises to use new content in the conversational framework. Designed for high beginning students and above.

2. MATERIALS TO SUPPLEMENT TEXTS

Before Book One: Listening Activities for Pre-Beginning Students of English by John and Mary Boyd. Regents Publishing Company, Inc.

Book	$3.25
Teacher's Manual	$1.75

Activities center on listening and non-verbal responding based on communicative situations such as writing a telephone number given orally. Designed for students who have no prior study of English.

Communication Starters and Other Activities for the ESL Classroom. Alemany Press.

Book	$6.95

Includes activities with games adapted for ESL and extensive bibliography. Appropriate for adults.

English for a Changing World, Cue Books I and II. 1976. Scott Foresman.

$5.27 for package of 10 per level

Useful for beginning pre-literate students. Color pictures of survival activities and vocabulary with no writing. A teacher's and student's book is also available.

English Pronunciation Exercises for Ja____ ____Students. 1974. Regents Publishing Company.

Book	$6.95

Probably the best overall text for improving pronunciation of most ESL students - regardless of origin. Includes exhaustive English sound checklist, hundreds of minimal pair and alliterative contrast drills, several basic intonation pattern drills, and easy to follow explanations of sound production.

English Sentence Structure. 1971. University of Michigan Press.

Book	$5.95

Comprehensive reference for grammar. Includes drills.

Impact! Adult Literacy and Language Skills. 1982. Addison-Wesley.

Book 1, 2 and 3	$ each
Teachers Guide for each above	$ each

Each lesson includes a detailed illustration, exercises to check comprehension. Designed for students with some literacy skills.

Milk and Honey: An ESL Series for Adults. 1981. Harcourt Brace Jovanovich, Inc.

Book 1 and 2	$4.25 each
Workbook 1 and 2	$2.60 each

Develops all skill areas in lessons with model dialogues and exercises ranging from drills to open-ended conversations. Designed for high beginning students who are literate.

Oxford Picture Dictionary of American English. 1978. Oxford University Press.

Book	$3.

Useful but limited dictionary with numbered pictures of familiar objects. Large charts of select pictures also available and useful in group teaching. The pictures are colorful and clear and are an excellent aid for the survival teacher or tutor.

Passage to ESL Literacy. 1981. Delta Systems, Inc.

Student Workbook
Instructor's Guide

Workbook developing skills in visual discrimination, sound-symbol association, sign word recognition, reading and writing.

Picture It! Sequences for Conversation. Regents

Book	$4.95

Students describe sequences of pictures of essential daily situations such as making a phone call. Contains 480 illustrations. Intended for high beginning to intermediate students.

Pronunciation Contrasts in English. Regents Publishing Co.

Book	$4.25

A condensed text with plenty of word and sentence material for constructing drills. No exercises for stress or intonation practice.

See It -- Say It. 1977. Addison-Wesley.

Blue Bag (Regular Verbs)	$53.13
Red Bag (Irregular Verbs)	$53.13

Fifty large photo cards of actions with drawings for personal pronouns and objects. Students express sentences like, "He _____ throws _____ the ball." Excellent for groups. Appropriate for beginning students and higher levels.

The New Arrival: ESL Stories for ESL Students. 1982. Alemany Press.

Book 1 and 2	$5.95 each

Stories about a refugee's life in his homeland, refugee camp and a new country. Provides reading,conversation and writing practice for intermediate students.

What Do You Think? Pictures for Free Oral Expression. 1974. Longman.

Student's Book 1 and 2	$3.50 each
Teacher's Book 1 and 2	$3.25 each

Photographs and drawings intended for interpretation and discussion. Teacher's Books include notes on useful language, and guided oral exercises. Designed for high beginning and intermediate students.

3. VOCATIONAL ESL TEXTS AND MATERIALS

Adult Vocational ESL. 1980. Center for Applied Linguistics

Book $5.95

Excellent overview of types of VESL programs and considerations in curriculum design.

English for Work. Publication Services, B.C., Canada

Curriculum Guide $20.00 + 10% handling

Lessons for three proficiency levels for 15 modules on seeking a job and functioning on the job. Deals with situations generic to the world of work rather than particular jobs. Effective for low intermediate students and above with literacy skills.

English for Your First Job. 1980. Refugee Materials Center.

Book one copy free

Ten chapters emphasizing language in preparation for entry-level employment. Designed for beginning students who have some pre-reading skills.

English That Works. 1982. Scott, Foresman and Co.

Student Book 1 and 2 $3.85 each
Instructor Edition, Book 1 and 2 $6.35 each
Cultural Notes in Spanish, Chinese or Vietnamese $1.35 each

Uses actual job-related situations; units in Book 1 include personal data, skills, money, and asking questions in the interview. Designed for low intermediate students who have literacy in their native language.

It's Up To You: Language Skills and Strategies for Getting A Job. 1980. Longman.

Book $4.95

Exercises for high, intermediate and above students on personal evaluation, examining job needs, using want ads, calling about jobs, and interviews.

Janus Job Interview Kit. 1977. Janus Book Publishers.

Kit $39.95

Thirty large photographs of entry-level jobs such as electronics assembly. Guide focuses on preparing for interviews and describes job duties, etc.

Prevocational English. Institute of Modern Languages.

Text 1 and 2	$6.95 each
Workbook 1 and 2	$5.95 each
Teacher's Guide (both levels)	$4.95

Presents basic technical information on a variety of jobs. Includes illustrated readings and comprehension questions and job interview information. Effective for intermediate students with good literacy skills.

4. BACKGROUND INFORMATION

English as a Second Language: From Theory to Practice. 1974. Regents Publishing Company, Inc.

Book $5.25

Practical guide to curriculum and lesson planning and adaptation of materials. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions and extensive bibliography.

Face to Face: Learning English. 1981. Lutheran Immigration and Refugee Service.

Single copies	free
Multiple copy orders	$1 each

Manual on setting up a volunteer program and brief information for volunteers.

I Speak English. 1976. Literacy Volunteers of America.

Book $6.50

Handbook on teaching ESL. Highly recommended for beginning teachers.

5. INDOCHINESE REFUGEE EDUCATION GUIDES

The following materials were compiled by the National Indochinese Clearinghouse Technical Assistance Center of the Center of Applied Linguistics. They are currently available from Lutheran Immigration and Refugee Service. A donation of $1.00 per manual to cover expenses is requested.

GENERAL INFORMATION SERIES

No 1—Hints for Tutors (7 pages)
No 3—Education in Vietnamese Fundamental Principles and Curricula (19 pages)
No 4—Teaching English Pronunciation to Vietnamese (19 pages)
No 6—A Brief Look at the Vietnamese Language Sounds and Spellings (15 pages)
No 7—Testing the Reading Ability of Cambodians (7 pages)
No 8—Academic Resources for Language and Culture (31 pages)
No 9—A Selected Bibliography of Dictionaries (12 pages)
No 10—Teaching English Pronunciation to Speakers of Black Tai (Tai Dam) (16 pages)
No 11—Teaching English Structures to the Vietnamese (23 pages)
No 13—Perspectives on a Cross-Cultural Problem: Getting to Know the Vietnamese (24 pages)
No 14—The Hmong Language: Sounds and Alphabets (38 pages)
No 15—The Hmong Language: Sentences and Phrases (46 pages)
No 16—Glimpses of Hmong Culture and Recent History in Laos (44 pages)
No 17—An Annotated Bibliography of Materials on the Hmong (30 pages)
No 18—Teaching English to Cambodian Students (39 pages)
No 19—Teaching English to Speakers of Lao (56 pages)
No 20—English Language Testing (34 pages)
No 21—English Pronunciation Lessons for Hmong (45 pages)

ADULT EDUCATION SERIES

No 1—Teaching English to Adult Refugees (11 pages)
No 2t—A Selected Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults (1979 revision) (68 pages)
No 3—Toward Methods of Learning English (in Vietnamese, Cambodian, Laotian and English) (14 pages)
No 4—ESL Reading Materials for Adults (20 pages)
No 5—Recreational Reading for Vietnamese (a list) (1 page)
No 6—English Lessons for Refugee Adults—A Guide for Volunteers, Tutors and Teachers (47 pages)
No 7—English Pronunciation Lessons for Speakers of Vietnamese (51 pages)
No 8—A Guide to Manpower Vocational ESL (56 pages)
No 9—Teaching ESL to Illiterate Adults (forthcoming)

ADDRESSES OF PUBLISHERS

Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, California 94025

Alemany Press
P.O. Box 5265
San Francisco, California 94101

Center for Applied Linguistics
3520 Prospect Street N.W.
Washington, D.C. 30007

Delta Systems, Inc.
215 N. Arlington Heights Rd.
Arlington Heights, Illinois 60004
800/323-8270

English Language Services
14350 N.W. Science Park Dr.
Portland, Oregon 97229
800/547-1515

Harcourt, Brace Jovanovich, Inc.
757 Third Ave.
New York, New York 10017
800/847-4221

Heinemann Educational Books, Inc.
4 Front St.
Exeter, New Hampshire 03833

Institute of Modern Languages, Inc.
P.O. Box 1087
Silver Springs, Maryland 20910

Janus Book Publishers
2501 Industrial Parkway W.
Hayward, California 94545
800/227-2375

Literacy Volunteers of America
6th Floor, Midtown Plaza
700 E. Water Street
Syracuse, New York 13210

Longman, Inc.
19 West 44th St.
New York, New York 10109

Lutheran Immigration and Refugee Service
360 Park Avenue S.
New York, New York 10010
800/223-7656

Publication Services
Ministry of Education
878 Viewfield Rd.
Victoria, B.C. V9A 4V1

Oxford University Press
200 Madison Avenue
New York, New York 10016

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Refugee Materials Center
324 E. 11th Street, 9th Floor
11 Oak Building
Kansas City, Missouri 64106

Regents Publishing Co. Inc.
2 Park Avenue
New York, New York 10016

Scott, Foresman & Co.
1900 Eastlake Ave.
Glenview, Illinois 60025
800/323-5482

Tacoma Community House
P.O. Box 5107
Tacoma, WA 98405
206/383-3951

University of Michigan Press
Ann Arbor, Michigan 48109

BENCHMARKS USED IN ESL PROGRAMS

These objectives or "benchmarks" emphasize listening and speaking skills for the first three levels of the Washington Master Plan. The ESL programs teach adults and may use different materials to cover the benchmarks. The Master Plan also has benchmarks for literacy skills.

These benchmarks are from the levels of Preliterate 1, Preliterate 2, and Beginning 1 (P1, P2, B1). They are covered in HER or A NEW START.

The student is able to:

- respond to and make simple and direct requests for personal and family information
- recognize family name when spelled orally and spell name
- exchange simple and common expressions of greetings, leave-takings, thanks, and apologies
- recognize orally and state the cardinal numbers 0 - 1,000 and ordinal numbers 0 - 31
- respond to and ask questions about time, weather, and U.S. currency
- follow and give one-step directions and commands
- follow and give simple directions for location (prepositions, left-right, etc.)
- respond to and state expressions of praise and disapproval
- identify and name body parts and symptoms
- identify and name foods, colors, and clothing
- provide basic emergency information over the telephone or in person
- respond to and produce basic statements and questions using "be" and "do" and other common verbs in simple present and present continuous tenses (e.g., Are you a student? Yes, I am./ Are you learning English? Yes, I am./ Does _____ go to school? No, he doesn't.)
- respond to and ask simple wh- questions (who, what, when, where)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.

To adequately cover these four benchmarks, a teacher will need to use material in addition to HER and A NEW START.

The student is able to:

- recognize and produce personal and possessive pronouns (such as "her" and "their")
- recognize and name basic shapes and sizes
- understand and converse about basic measures of weight, distance and volume
- recognize and name common occupations

LITERACY OBJECTIVES FROM STATE ESL MASTER PLAN

For Level Preliterate 1, the student is able to:

- read and write the cardinal numbers from 0 - 100
- read and write the letters of the alphabet
- associate the sound of single consonants and the long and short vowel with the letter
- read basic employment application sight words
- read basic traffic and emergency sign words
- write sight words presented orally
- write basic simple personal information

For Level Preliterate 2, the student is able to:

- read the cardinal numbers 1 - 1000 and ordinal numbers 1-31
- write the cardinal, ordinal numbers: 1 - 1000 and ordinal numbers 1-31
- read basic sight words
- extract basic information from simple maps, timetables, calendars
- write and recognize money amounts
- read and write digital time (e.g., 8:30 p.m.)
- read and write basic appointment information
- copy information correctly
- read and use the arithmetic symbols for addition and subtraction (+,-)
- read and answer yes/no questions
- read and answer simple wh- questions
- associate the sounds of diphthongs with letters
- associate the sounds of consonant diagraphs, blends with letters
- read words and abbreviations of U.S. currency and common measurements (e.g., lb., oz., ft.)

OBJECTIVES FROM STATE ESL MASTER PLAN, LEVEL BEGINNING 2

Listening and Speaking

The student is able to:

- recognize and state the names of common tools and common occupations
- recognize and state the common expressions associated with the Washington State Driver's Examination
- respond to and describe the steps in a simple process (3 - 5 steps)
- respond to and extend an invitation to an outing or visit
- recognize and state common measurement terms
- recognize and produce expressions related to receiving and giving gifts
- make an operator-assisted telephone call
- respond to and state common medical and safety instructions
- make an appointment over the telephone
- ask and respond to questions using "or" (e.g., Can you come at 5:30 or 6:30?)
- produce statements and questions using common action verbs and "be" and "do" in simple present, present continuous and past tenses
  Are you from Laos? No, I'm not.
  Are you learning English? Yes, I am.
  Were you in a camp?
  Do you have a car?
  Did you ride the bus?
- distinguish between and state common distinct minimal pairs (e.g., pen and pin)
- use modals (e.g., can, may, must and should)
- use two-word verbs (e.g., get up, sit down, turn on)
- recognize and state time sequence (e.g., after and before)
- recognize and use common words of comparison (e.g., faster, more/less expensive)
- recognize and use adverbs of frequency (e.g., always and sometimes)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.

OBJECTIVES FROM STATE ESL MASTER PLAN, LEVEL BEGINNING 3

Listening and Speaking

The student is able to:

- ask for clarification of instructions (e.g., Do I _____?)
- converse informally in work and social environments
- ask and answer basic questions during a job interview
- ask and state employment information by phone or in person
- express congratulations and condolences (e.g., I'm sorry to hear about _____)
- respond to "why" questions
- use the future and present perfect in questions and statements (e.g., Will you come?/ Have you lived here long?)
- ask questions about transportation (including traffic safety)
- discuss financial agreements (e.g., loans, renting, bank business)

A student who can perform 75% of these benchmarks or objectives has satisfactorily completed the level.